

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature, the researcher presents theory and definitions supported by some experts. It covers definition of teaching, definition of speaking, teaching speaking, teaching strategy and kinds of teaching strategy.

2.1 Definition of Teaching

Teaching is a system, it means that all of components that interact each other to accomplish a goal teaching. The teachers' understanding of how the learner learns will determine our philosophy of education, the teaching style, the approach, methods, and classroom techniques (Brown, 2006 : 8). It means that teaching becomes the interaction between both of teacher and students and it has to be effective teaching learning process so teacher are demanded to utilize the approach, method, or appropriate techniques inside of teach.

2.2 Definition of Speaking

Everyone interacts and communicates to another in daily use language to express the meaning, that mostly through oral or speaking. Speaking as a fundamental to human communication. It means that speaking is used to interact

and communicate by someone to other to get information. Speaking is crucial part of second language learning and teaching. According to Glenn Fulcher (2002:23), speaking is the verbal use of language to communicate with other. It means that speaking is used to interact with other people who use language as the tools.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown : 1995). In this study, speaking refers to the interactive process of students in producing, receiving, and processing information in their class activity.

In summary, speaking is the process of using language, both transactional and instructional as form of expression to communicate with others. The speakers have the speaking proficiency that is people have the ability to produce discourse that is comprehensible, easy to follow, and free from errors and breakdowns in communication (Richards, 1990:75). It means that between speakers and listeners are able to interact each other depend on how they communicate and they interact into particular condition and situation that will be give the communicative effect. Meanwhile, they regard speaking as the most important skill that they can acquire in terms of their accomplishments in spoken communication.

2.3 Teaching Speaking

Speaking is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning (Brown, 2000:8). The English language skills as listening, speaking, reading, and writing, speaking are important. Students often think that the ability to speak a language is the product of language learning,

speaking is crucial part of language learning process. Speaking is important to teach of students. During their live, they always need speaking not only to convey information but also to hold relationship with other.

Actually as we know that language learning is related to the interaction with other people. It is important to be understood that language is a tool of people to do something and convey information through their word exactly in speaking.

In the language classroom especially in speaking, the learners are taught chiefly about language and its rules. They learn fact about language rather than how to use their speaking communicatively to express their ideas, to talk and listen and to learn how to cooperate with other. It means to make their communication well.

As we know that the students are taught speaking by having repetition and reciting dialogue which has been provided in their task book. Repetition is hoped to make the students easier to familiar and remember sound and pattern of the language. Reciting dialogue is hoped the students can interact with other and try to express their feeling. From this phenomenon, it can be assumed that the students spend much time by repetition of the teacher without practicing during their time. It is far from their speaking itself. Teaching speaking is teaching to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximizing individual language use (Sugiyana, 2000:16). Meanwhile, the teachers give the maximum effort for

teaching speaking, in order to make the students who did not know before perhaps about the certain topic or knowledge then they become understand of it.

2.4 Teaching Strategy

Teaching strategy is needed in teaching speaking process, because it will be used as estimation toward the students achievement in speaking. A teaching strategy is a plan to achieve learning purpose, consists of method or techniques that reassure to get teaching goals (Sulaeman, 1988 :138). In this case, strategy in teaching is needed to get the teaching learning purpose. Because effective teaching will be success if the teacher can easily transferring the information, selecting the resources and defining the role of the students.

Brown (2000:113) reveals that teaching strategy is a specific method used by the teacher for approaching a problem or task, modes of operation for achieving a particular end planned designs for controlling and manipulating certain information. It means that teaching strategies used by the teachers reach design to be able easily transferring the information, selecting the resources, and the aim of teaching easily by designing some plans or method in doing the teaching process.

2.5 Kinds of Teaching Strategy

In the teaching learning process the teacher should know the kinds of teaching strategies in order to reach teaching learning goals. There are many kinds of teaching strategies.

2.5.1 Discovery strategy

Discovery teaching is designed to help students learn a strategy of investigation, less subject matter may be covered. (Yelon and Weinstein, 1977)

Teachers who encourage learning through discovery want students to develop the ability to think for themselves, they believe that person who has learned how to think is better equipped to deal with today's explosion of knowledge, while the fact and information acquired outside of school.

The discovery has been criticized for assuming that student can and that they should rediscover the wheel. Discovery has been called inefficient and impractical.

Proponents of discovery teaching claim that it becomes more efficient through the use of guided discovery. Don't turn the students completely loose. In other words, to rediscover the wheel structure the learning situations so that objectives are met while allowing students to search for solution on their own. Explain how to infer the critical attributes from examples see how the examples are like, look for a property they have in common. Guide them through leading questions so that impulsive youngster, without leaping to incorrect conclusions and faulty generalizations, still has the thrill of insight.

2.5.2 Inquiry Strategy

Inquiry teaching is to stimulate independent resourceful thinking' to that end use such as tactics as (Clark & Star, 1986)

1. Checking the students data gathering techniques
2. Asking thought question
3. Asking for interpretations, explanation, and hypotheses
4. Questioning the interpretations, explanation and hypotheses that the students arrive at
5. Asking student to draw conclusions from their data and information
6. Asking student to apply their principles and conclusions to other situations
7. Asking student to check their thinking and their logic
8. Confronting student with problems, contradictions, fallacies, implications, value assumption, value conflict, and other factors that may call for reassessment on their thinking and positions.

In carrying out these tactics it is extremely important to keep the climate supportive. Students must be encouraged to think even though sometimes the conclusions they draw may be somewhat bizarre.

This teaching can be very effective because the students try to foster an atmosphere of earnest thinking, free debate, and open discussion and above all. Freedom for the students to try, to think, things out without fear of reprisal for errors in reasoning.

2.5.3 Expository Strategy

Expository teaching is designed to transmit a great amount of information to a large audience in a relatively short time. It is highly efficient. (Yelon and Weinsten, 1977)

Expository teaching, teacher want students to absorb as much Information as possible, they believe that “The ability to solve problems is information. But it is not only important end. One must learn to acquire and comprehend much of this culture as well as to discover new knowledge and to solve problem”(Witrock, in Shulman & Keislar, 1966.pp.33-37)

The expository has been criticized for making student passive. Proponents of expository teaching claim that the knowledge transmitted by a competent teacher can be more complex and sophisticated than anything, a student could discover for himself. Expository teaching is not the lazy teacher’s way out; it demands creativity and requires efforts to present lesson well, to counter the charges of passive learning. However, and to make sure that understanding has actually taken place, ask your students to rephrase new ideas in their own terms and to apply the concepts and principles they have learned.